



## Military Magnet Academy

2950 Carner Avenue  
North Charleston, SC

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	521 Students	
<b>Principal</b>	Anderson W. Townsend	843-745-7102
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	Average
2006	At-Risk	Below Average
2005	Below Average	Good
2004	Below Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

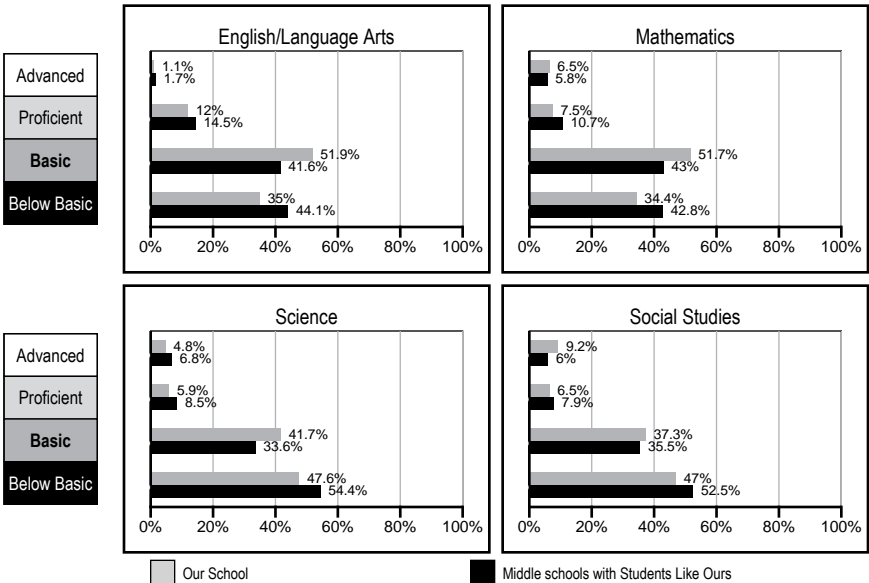
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	4	36

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	96.4	88.7
English 1	0	86.2
Physical Science	0	31.5
All Subjects	96.4	86.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=521)				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Up from 9.5%	11.0%	19.4%
Retention rate	5.9%	Down from 7.2%	3.5%	1.8%
Attendance rate	96.1%	Up from 95.0%	95.2%	95.8%
Eligible for gifted and talented	5.8%	Up from 1.0%	8.2%	15.3%
With disabilities other than speech	4.7%	Up from 4.5%	13.8%	12.9%
Older than usual for grade	7.1%	Up from 3.5%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.2%	Up from 6.4%	0.5%	0.7%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	32.6%	Down from 40.0%	51.1%	55.0%
Continuing contract teachers	45.7%	Down from 57.8%	57.7%	70.6%
Teachers with emergency or provisional certificates	22.9%	Up from 17.1%	17.9%	5.4%
Teachers returning from previous year	79.5%	Up from 79.1%	78.9%	83.4%
Teacher attendance rate	94.2%	Down from 94.4%	94.7%	94.9%
Average teacher salary	\$40,818	Up 4.9%	\$44,195	\$44,706
Professional development days/teacher	14.1 days	Up from 12.9 days	11.5 days	11.8 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 17.7 to 1	17.2 to 1	20.1 to 1
Prime instructional time	89.4%	Up from 88.2%	88.4%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	82.3%	Up from 54.0%	95.6%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$8,465	Up 19.6%	\$7,907	\$7,097
Percent of expenditures for instruction*	63.2%	Up from 62.7%	64.3%	64.4%
Percent of expenditures for teacher salaries*	59.3%	Up from 57.8%	57.4%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the "whole person" by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a school wide remediation program is implemented to target all students. Students with the highest needs also receive computer-assisted tutoring using Plato software. An after-school homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, Thursday; four hours on Saturday mornings; and one hour before school daily.

A Saturday tutorial program developed for all cadets and parents enhances parental involvement. A PACT night for parents is offered once quarterly to share PACT study tips and test-taking techniques. All cadets are required to participate in the twenty-five book campaign and Independent Reading programs. Awards are presented to students who earn points for completing reading assignments. Teachers differentiate instruction and use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instruction is accomplished by providing teachers with training on the coherent curriculum, cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences. MMA is accredited by the Southern Association of Colleges and Schools.

Anderson W. Townsend, Principal  
Theta Washington, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	91	49
Percent satisfied with learning environment	78.6%	63.7%	78.7%
Percent satisfied with social and physical environment	92.9%	78.9%	81.3%
Percent satisfied with school-home relations	57.1%	78.0%	64.6%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	270	100	35	51.9	12	1.1	22.6	53.5	48.2	Yes	Yes
Gender											
Male	153	100	36.2	53.9	9.2	0.7	20.4	47.3	41.7	N/A	N/A
Female	117	100	33.3	49.1	15.8	1.8	25.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	239	100	34.9	51.5	12.8	0.9	22.1	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	24	100	41.7	50	8.3	0	20.8	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	12	100	33.3	66.7	0	0	0	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	40.9	50	9.1	0	22.7	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	220	100	36.7	51.8	10.6	0.9	21.1	33	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	270	100	35.7	55.3	6	3	22.6	49.7	45.8	Yes	Yes
Gender											
Male	153	100	30.3	60.5	5.9	3.3	26.3	49.5	45.6	N/A	N/A
Female	117	100	43	48.2	6.1	2.6	17.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	239	100	37	54.5	6.4	2.1	21.3	26.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	24	100	33.3	58.3	4.2	4.2	29.2	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	12	100	58.3	41.7	0	0	8.3	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	36.4	54.5	4.5	4.5	27.3	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	220	100	39	52.8	6	2.3	19.7	28.3	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	190	100	47.6	41.7	5.9	4.8	10.7	39.2	35.7	96.7	96
Gender											
Male	106	100	42.9	48.6	2.9	5.7	8.6	40.8	37.4	96.2	95.8
Female	84	100	53.7	32.9	9.8	3.7	13.4	37.6	33.8	97.3	96.1
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	97	96.1
African American	168	100	47.9	43	6.1	3	9.1	15.3	17	96.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	18	100	55.6	27.8	5.6	11.1	16.7	26	24.9	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	96.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	16	100	56.3	31.3	6.3	6.3	12.5	26.5	24.4	95.7	96.3
Socio-Economic Status											
Subsided meals	157	100	50.6	39.1	5.8	4.5	10.3	17.1	21.1	96.5	95.5

Social Studies											
All Students	187	100	47	37.3	6.5	9.2	15.7	40.2	34	96.7	96
Gender											
Male	110	100	42.2	34.9	10.1	12.8	22.9	42	36.6	96.2	95.8
Female	77	100	53.9	40.8	1.3	3.9	5.3	38.3	31.3	97.3	96.1
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	97	96.1
African American	169	100	50.3	36.5	6	7.2	13.2	19.1	19.1	96.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	13	100	23.1	53.8	7.7	15.4	23.1	29.3	27.5	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	96.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	12	100	16.7	58.3	8.3	16.7	25	31.9	27.3	95.7	96.3
Socio-Economic Status											
Subsided meals	153	100	49.7	35.8	7.3	7.3	14.6	20.1	21	96.5	95.5

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	94	100	31.9	57.4	9.6	1.1	10.6
	7	128	100	45.7	42.5	11.8	0	11.8
	8	100	100	33.3	54.2	11.5	1	12.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	63	100	34.4	45.9	18	1.6	19.7
	7	107	100	32.1	59.4	8.5	0	8.5
	8	100	100	38.4	47.5	12.1	2	14.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	94	100	21.3	59.6	17	2.1	19.1
	7	128	100	36.2	49.6	10.2	3.9	14.2
	8	100	100	33.3	58.3	7.3	1	8.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	63	100	41	45.9	4.9	8.2	13.1
	7	107	100	34.9	59.4	3.8	1.9	5.7
	8	100	100	33.3	56.6	9.1	1	10.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	47	100	40.4	44.7	6.4	8.5	14.9
	7	128	100	52	35.4	9.4	3.1	12.6
	8	49	100	46.8	34	10.6	8.5	19.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	32	100	58.1	19.4	6.5	16.1	22.6
	7	107	100	46.2	49.1	2.8	1.9	4.7
	8	51	100	44	40	12	4	16
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	47	100	6.4	66	27.7	0	27.7
	7	128	100	59.8	28.3	6.3	5.5	11.8
	8	51	100	30.6	65.3	4.1	0	4.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	31	100	3.3	33.3	26.7	36.7	63.3
	7	107	100	71.7	21.7	0.9	5.7	6.6
	8	49	100	20.4	73.5	6.1	0	6.1

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample